

EBSS Newsletter

Spring 2012

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Hello From Your New Newsletter Editor

Hello, My name is Rachel Wadham and I am happy to be your new *EBSS Newsletter* editor. I would first like to thank Beth Broyles for her dedication to the *EBSS Newsletter* for many years. I have big shoes to fill. I have a long heritage of librarians in my family. My father, mother, and three siblings have all worked in libraries and three have masters degrees in library science. Librarianship is in my blood so this is why at age six I told a family friend that my dream job was to sit in the top of a big building behind a mahogany desk with books crowding the floors below so people could come and ask me questions that I would answer for them. Today I am living my dream as the education and juvenile literature librarian in the Harold B. Lee Library Brigham Young University. EBSS and the colleagues I have met though it have been a big influence on me and my career. I hope to give a little of that back during my tenure as the *EBSS Newsletter* editor. For me the Newsletter is a way for us to get to know one another and to provide another platform to share our experiences and insights. To that end we have added some new features including our spotlights and Midwinter reports. Please take a look at what the Newsletter has to offer and if you have any comments or if you would like to participate in it with us please don't hesitate to contact me. I look forward to getting to know each of you though the pages of this publication!



Photo by Carolyn Carter, provided by Rachel Wadham

Message From Chair Sally Neal

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Photo provided by Sally Neal

Happy Spring! Hope this finds you all enjoying the blossoming of flowers and nature on your campuses. In

preparing this Newsletter post, I reviewed various Midwinter Committee meeting minutes, and I was impressed with how industrious our Section is with projects and initiatives. Allow me to highlight some of this good work:

The Instruction for Educators Committee is developing a rubric for *Information Literacy Standards for Teacher Education*. They are at the beginning of this project and are reading the literature and analyzing current rubrics in this area; check out their meeting minutes for a handful of citations on this topic (looked like insightful reading

to me!).

From the Membership and Orientation Committee I learned that a marketing "rule of thumb" is: 7-10 contacts with each new recruit encourages "stickiness of people". What a good idea to keep in mind as we welcome and interact with new members of our Section at Annual and via our virtual Midwinter meetings.

The Psychology Committee is reviewing and investigating how to support the hosting of their valuable 'Core Journals Database.'

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Visit the EBSS Website @ <http://www.ala.org/ebss>



education & behavioral
sciences section

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Message from Our Chair — Continued from page 1

I'm glad to hear that the committee has a continued commitment towards maintaining this unique collection development tool.

The Publications and Communications Committee is reviewing work flows and publication procedures through updating their section of the EBSS Manual.

In the Information Literacy realm, the Online Learning Research Committee is conducting a survey about the value and usefulness of online pathfinders like LibGuides (interesting project!), while the Social Work/Social Welfare Committee is working through the final steps in having their Social Work/Social Welfare Information Literacy Standards for Graduate Students approved.

Finally the Scholarly Communication Committee is working closely with our Executive Board Members-At-Large in developing the next Current Topics Discussion on scholarly communication issues. Stay tuned to the EBSS listserv for an announcement about this online discussion later this Spring.

As you can see, committee work is the engine that drives EBSS activity. Whether it's collection development, information literacy, or library

services, EBSS is actively exploring and addressing academic librarianship needs related to the social and behavioral sciences.

I also want to update you on initiatives at the ACRL Leadership level. I attended the ACRL Leadership Meeting at Midwinter in Dallas where the Leadership Board highlighted the new *Standards for Libraries in Higher Education*: <http://www.ala.org/acrl/standards/standardslibraries>. The

new edition of the Standards emphasizes assessment and outcomes so you will certainly want to study these for this change in focus. The Board and Council also reported on the ACRL Division-level (not Section-level) restructuring. In an effort to streamline and update committee structures, 17 of 57 committees were initially recommended to be disbanded. This information was shared with the ACRL membership this past Fall, and, based on feedback, a decision to eliminate the ethics and intellectual freedom committees was deferred for further review.

In the meantime, the two committees will be merged. Another significant change of note is that the copyright committee and the assessment committee were among those disbanded, with parts of their charges transferred to other com-

mittees. The restructuring changes were approved at the ACRL Midwinter 2012 Board and will go into effect July 2012. More information on the new committee structure complete with committee charges and transition plans is available at http://www.ala.org/acrl/sites/ala.org/acrl/files/content/Doc_8.1_Approved_Committee_Structure.pdf

Finally, in closing, here are activities to keep on your radar. Applications and nominations for the American Psychological Association Award for Excellence in Librarianship are due April 16, 2012. The ALA/ACRL Elections will be held in April so be sure to cast your vote for our 2012-13 EBSS Executive Committee leadership as well as for other ACRL leadership-level positions. And, be looking for an announcement about our upcoming Current Topics Discussion, to be held virtually, later this Spring.

As always, I thank the membership for your time, commitment, and engagement with the EBSS Section; each one of you helps to make our group a vibrant, active ACRL Section.

EBSS Committee Reports

The EBSS Committees have been doing great work; here are a few highlights of their efforts offered by the chairs of each committee.

Instruction for Educators Committee — Imelda Vetter

The Instruction for Educators Committee began the first steps in the development of a rubric for the assessment of the *Information Literacy Standards for Teacher Education*. Several drafts of a rubric framework have been created and members of the committee have contributed their comments, suggestions, and examples of rubrics. The committee will vote on a rubric framework and then begin the work of populating the rubric with the standards and descriptions of performance levels for each standard.

Online Learning Research Committee (OLRC) — Lisa Baures

After a brief update on the OLRC Toolkit that included a review of the procedures for submitting revisions, the preponderance of the meeting was devoted to discussing the development of a survey to identify if and/or how electronic library/subject guides are being developed, implemented, and marketed by academic libraries. A preliminary list of questions to be included in the survey was compiled. Future discussion items associated with

conducting the survey were also identified.

2012 Conference Program Committee — Christina Gola

The EBSS 2012 Conference Program Planning Committee has been finalizing details for the ALA Annual Conference in Anaheim, CA. The program is titled “Ubiquitous Video: Can libraries offer it? (or can we adapt?)” and is scheduled for Saturday, June 23 at 1:30-3:30 p.m. The program format will consist of a three-member panel with a librarian, a university faculty member, and a vendor representative, each providing a unique perspective on the future of streaming video in libraries and higher education.

Communication Studies Committee —Jodie Borgerding

The committee met for our Midwinter meeting via Adobe Connect on December 7, 2011. Late last fall, the *Information Literacy Standards for Journalism Students* was officially approved by the ACRL board. Various current and past members of the committee have worked on these standards over the past five years, so the committee is very excited to have them approved. The committee also discussed the next steps in promoting the standards and making arrangements for the committee sponsored media tour at the Annual Conference.

ERIC Users Committee — Sara Holder

The Midwinter meeting for the ERIC Users Committee took place via conference call. In a presentation on updates to the ERIC database, the representatives from CSC reported that all of the new features introduced in 2011 were being used, with Shared Search being the most popular. ERIC is actively using Social Media so look for tutorials in YouTube and updates on Twitter and Facebook. There will be a focus on support for individuals with disabilities for the ERIC update session at the Annual Conference in Anaheim. The session is scheduled for Sunday, June 26th from 10:30 – 12:00.

Publications and Communications Committee — Olivia Reinauer

The Publications and Communications Committee continues to track and monitor new and existing EBSS publications, and to field questions about ALA and ACRL publication guidelines. At Midwinter, the committee discussed various committees’ upcoming publications, and also presented ideas for clarifying and communicating the publication process to EBSS members and committees.

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**Psychology Committee —
Diana Ramirez**

The committee met virtually on January 6, and had special guest speakers. American Psychological Association (APA) representatives: Linda Beebe (Senior Director, PsycINFO) provided an update on APA products, two new databases, and the new handbook series. Susan Hillson (Manager, Customer Relations, PsycINFO) provided an overview of librarian resources and announced the April 16, 2012 deadline for nominations for *APA Excellence in Librarianship Award* which will be presented at ALA Annual in Anaheim. Robin Paynter, also spoke to committee about the history of the *Core Psychology Journals Database* (<http://www.corepsychologyjournals.org/main.aspx>) which she created during spring 2010, while a member of the committee. She also addressed issues relating to the updating of content in the future. The committee decided to update the database content during spring semester, with Robin's help, and investigate a site to host it. After the presentations the committee discussed moving the *Psychology Resources for Librarians* webpages to the EBSS Wiki. The committee decided to complete all updates during spring semester.

As a new feature to the *EBSS Newsletter* each issue we are going to spotlight four of our EBSS colleagues. We will ask them to answer the same four questions to help us get to know each other a little better. Our four spotlights were selected by the Newsletter editor at random, but if you would like to participate in our spotlight column please let us know.



**Abby Moore
Education
Librarian
University of
South Dakota**

Photo provided by University of South Dakota

1. *What is your current position and assignments?* I am an Education Librarian and the Liaison to the School of Education.
2. *What first attracted you to the profession of librarianship?* I was a high school English teacher for several years (I became an English teacher because I wanted to talk to the students about books. I was dismayed to discover that they didn't read the books I assigned). Our library had been closed for almost 5 years and I made a deal with my principal: If he made me the librarian, I would enroll in Library school right away. I held the librarian position there for 2 years. I was attracted to the library because I knew that while students weren't reading the books taught in English class, they were reading something and I wanted to know what it was. I also wanted to rebuild our library so the students could find something to read without having to go off campus to do it. I know

that librarianship is about much more than books and reading, but books and reading are what originally attracted me a job in librarianship.

3. *What is the thing you enjoy most about your job in particular or the profession as a whole?* Today I am working at a University and the thing I enjoy most about my job is promoting the library to the faculty, staff and students in the School of Education.
4. *What is the most challenging thing about your job in particular or the profession as a whole?* Unfortunately the most challenging thing about my job is reaching all of the faculty, staff and students in the school of education. Sometimes it is an uphill battle, but this is my first year and I have several wonderful mentors here in the library so I know that I will succeed in the end!

**Nancy P. O'Brien Head, Education & Social Science Library
University of Illinois at Urbana-Champaign
Bibliographer for Education, University of Illinois at Chicago**

1. *What is your current position and assignments?* Currently, I am head of the Education and Social Science Library at the University of Illinois at Urbana-Champaign. This departmental library is located in our Main Library building and includes collections and services for anthropology, Asian American studies, education, gender and women's studies, geography, political science, psychology, social work, and sociology. —Continued on page 5

Spotlighting Abby, Nancy, Scott, and Kaya Continued

—Continued from page 4
It also houses the children's literature, curriculum, test, and occult sciences collections. In addition to administrative responsibilities related to managing a very busy library, I am the subject specialist for education. My subject responsibilities include all areas of education, children's literature, curriculum materials, and test instruments. As part of a special arrangement with our sister campus in Chicago, I have also served as the Education Bibliographer for the University of Illinois at Chicago for the past eighteen months. This work entails collection development responsibilities for education and curriculum resources, which I manage from a distance of 150 miles. Thank goodness for technology! It's been educational and fun to develop a collection that has a different focus. I can bring my experience at the Urbana-Champaign campus to the urban Chicago campus which has strengths in different areas. This has been a win-win situation that was brought about due to unfortunate budget issues. I anticipate that this arrangement will end by fall 2012, but I think it has been beneficial to both campuses and to my professional development. In the upcoming year I am taking on additional responsibilities as our campus library system consolidates libraries and service points. I will be head of an expanded branch library on our campus that incorporates social sciences, health sciences, and education. The new physical location will be

in two spaces that straddle a public foyer, so it will have challenges related to managing services in separate spaces with close proximity. It is an exciting opportunity and I am looking forward to collaborating with my colleagues to make it successful.

2. *What first attracted you to the profession of librarianship?* While it sounds trite, I love reading, and in second grade decided to become a librarian. Over the intervening years, my decision only wavered a bit. My tendencies to be task-oriented, organize things, and provide information services led me to graduate school in library science at the end of my third year of college. I still love to read but have to carve out time for leisure reading.
3. *What is the thing you enjoy most about your job in particular or the profession as a whole?* There are so many things that I enjoy about my work that it is hard to single out the few that are most important. I think that variety is the most appealing part of being a librarian. In my job I get to provide instruction sessions, work at the reference desk, manage projects, develop collections, work with the faculty, and even do a small amount of cataloging for our curriculum collection. I enjoy working with people, so the interactions with students, co-workers, faculty and others is a huge benefit! It's nice to be able to retreat occasionally and focus on paperwork, reports, or a smattering of cataloging when I need a change of pace. I thrive on having so many opportunities for projects and my institution is very open to proposals for developing new programs and projects. EBSS has provided a wonderful home for making connections with colleagues, offering publishing opportunities, and professional

growth. My professional life has been enriched through my EBSS connections, and I've developed friendships that I treasure.

4. *What is the most challenging thing about your job in particular or the profession as a whole?* The thing I find most challenging will be no surprise to anyone in the profession – sufficient time and resources to tackle all of the work we have. There are so many interesting projects, so many great opportunities, and so little time to tackle them all. I'm reasonably good at prioritizing, but what I want to accomplish and what is actually achievable are often limited by time and funding considerations. As a profession, I think we have high expectations of ourselves, for our services, and for our collections. As more services and collections are available electronically, the time to make sure that everything is accessible and linked is an increasing challenge. And, as the economy remains uncertain, the resources in staff and funding are limited. Nonetheless, the challenges are part of what makes being a librarian exciting and a great profession to pursue!



Photo provided by New York University

Scott Collard
Social Sciences
Collections
Coordinator
Librarian for
Education and
Linguistics
Collections and

Research Services Bobst Library, New York University —
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Spotlighting Abby, Nancy, Scott, and Kaya Continued

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1. *What is your current position and assignments?* Like most librarians I know, I wear a lot of different hats. I am the Social Sciences Collections Coordinator, Coordinator for Graduate Student Services, and Librarian for Education and Linguistics. Apart from the subject liaison duties of collections, instruction, and reference services, the Graduate Student Coordinator position is about programmatic development for grads across the University, including space interventions, instructional offerings, and outreach/marketing activities.
2. *What first attracted you to the profession of librarianship?* I liked (and still do, most days!) that you get to do so many different kinds of things in the profession, or over the course of a semester or day.
3. *What is the thing you enjoy most about your job in particular or the profession as a whole?* I like being able to work with my core constituencies, but also find programmatic solutions to the scale of need and demand we face. I like the idea that libraries are in a phase of reinvention to a certain extent, and that we get to engage in those conversations, try new things, prototype new ways of delivering our core services and resources.
4. *What is the most challenging thing about your job in particular or the profession as a whole?* Really it's not too surprising: finding the time to do everything, but still keep up and not feel pulled in too many directions

Kaya van Beynen
Research and Instruction Librarian
University of South Florida St. Petersburg

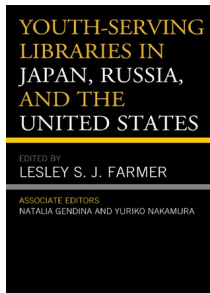
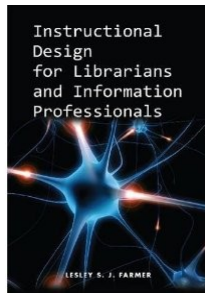
1. *What is your current position and assignments?* I am very happy to say that just this past year, I was promoted to Associate Librarian at the Nelson Poynter Memorial Library, University of South Florida St. Petersburg. My job responsibilities are split between Reference, Instruction, and Collection Development where I am the liaison to the USFSP College of Education and the Department of Criminology. Additionally, I am responsible for the library's marketing efforts and coordinate the library's assessment activities. My service and governance activities include being a USFSP Faculty Senator, serving on the University Libraries Section (ULS) Program Planning Committee for Anaheim, and I am the Chair of the EBSS Research Forum Committee. When I am not working, I like to go to the beach with my family (I do live in Florida after all!), read mysteries, practice yoga, and volunteer at my children's elementary school library.
2. *What first attracted you to the profession of librarianship?* I came to librarianship after a series of research and evaluation jobs in the non-profit social services sector. I knew I wanted a change in my career, and that I enjoyed research, helping people, and loved university life. I also knew that I needed a portable profession that I could balance with my family joys and responsibilities. With this in mind, in

2002 I decided to become an academic librarian.

3. *What is the thing you enjoy most about your job in particular or the profession as a whole?* The most fulfilling aspect of my position is working with students, getting to know them and learning about their coursework, research, and interests while seeing them develop into mature junior scholars while they are here at USFSP. I like that my job has multiple dimensions; there is always new data or information to track down, new things to learn, and a variety of tasks to be completed. It's great to work in a place with colleagues who are supportive and dedicated, but also fun and interesting too. Finally, I love the vista outside my office window, watching the morning waters sparkle or seeing a dolphin jump about and frolic in the harbor.
4. *What is the most challenging thing about your job in particular or the profession as a whole?* Higher education is in a period of rapid transformation due to a combination of technological changes, calls for greater efficacy, accountability, and a growing financial and resource divide between students and academic institutions throughout the United States. I think the biggest challenge to academic librarianship will be to anticipate and adapt to the changing nature of higher education and to ensure that our libraries continue to provide the resources and services to students, faculty, and communities.

New Publications by EBSS Members

Congratulations to our EBSS members who have had the following books recently published:



Lesley Farmer recently published two books. In October 2011 her publication by Neal-Schuman titled *Instructional Design for Librarians and Information Professionals*, was released. This book combines theory and practice that empowers librarians to make solid instructional decisions. She also served as editor for a book by Scarecrow Press titled *Youth-Serving Libraries in Japan, Russia, and the United States* which was published in January 2012. This book offers a globalized view of library services.

Photos provided by Neal-Schuman and Scarecrow Press

The newest book on curriculum materials collections and centers is now available through the ALA store. *Curriculum Materials Collections and Centers: Legacies from the Past, Visions of the Future* captures the evolution of the education collections and services integral to teacher preparation. Edited by Rita Kohrman, Education Resources Librarian at Grand Valley State University, the book provides practical applications for curriculum material center (CMC) operations that focus on the fundamental needs of students, faculty, and current teachers. Among the notable contributors are three recipients of the ACRL/EBSS Distinguished Education and Behavioral Sciences Librarian Award: Nancy O'Brien, Penny Beile, and JoAnn Carr (also the editor of *A Guide to the Management of Curriculum Materials Centers for the 21st Century*). Other authors (and EBSS members) include Suzan Alteri, Ann Brownson, Anna Lewis, Julie Miller, Nadean Meyer, Linda Scott, Kathy Yoder, Linda Teel, Judy Walker, Pat Farthing, Margaret Gregor, Shonda Brisco, and Hazel Walker.

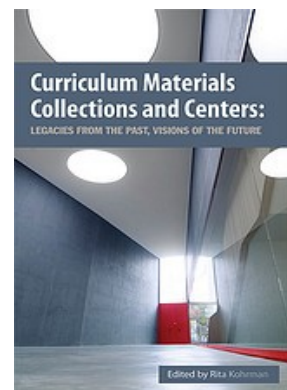


Photo provided by ALA

EBSS Distinguished Librarian Award

Dr. Scott Walter has been chosen to receive the 2012 ACRL EBSS Distinguished Librarian Award. This award honors a distinguished academic librarian who has made an outstanding contribution as an education and/or behavioral sciences librarian through accomplishments and service to the profession. The award, which is sponsored by John Wiley & Sons, will be presented during the EBSS program at the ALA Annual Conference in Anaheim.



Photo provided by University of Illinois at Urbana-Champaign

Dr. Walter has published significantly in the fields of information literacy and topics related to education librarianship. He is currently working as the editor for a book entitled *Handbook of Education Librarianship*. Dr. Walter has served as the editor of *Education Libraries* and has recently been appointed editor of *College & Research Libraries*. He has also served on the editorial boards of *ACRL Publications in Librarianship* and *Behavioral & Social Sciences Librarian*. Dr. Walter's extensive service includes working on numerous EBSS committees as well as serving as chair of EBSS. He has also served as a member of the ALA Special Presidential Task Force on School Libraries as well as committees for ACRL and AERA.

Dr. Walter has been the associate university librarian for services, associate dean of libraries, and professor of library administration and library and information science at the University of Illinois at Urbana-Champaign. He has recently accepted the position of University Librarian at DePaul University, Chicago, Illinois.

Midwinter Highlights from Our Reporters In the Field



Photo by Beth Sheehan

Maybe you didn't bring home this kind of bling from ALA Midwinter in Dallas, but our reporters in the field sure brought home some great information and ideas. This new feature in the *EBSS Newsletter* offers some insights from our EBSS colleagues into some of the sights (thanks to Beth Sheehan for her photos) and sounds (at least of speakers in meetings rooms) that they encountered at Midwinter. So if you got to attend Midwinter or even if you did not here are some of the highlights from an EBSS perspective.

Creative Learning Commons Discussion Forum RUSA MARS Local Systems and Services Committee —Helga Visscher

Carrie Donovan, from Indiana University and others led the discussion about how the Learning Commons promotes learning. Some stated that the design cannot change the culture that is prevalent on campus, but collaborative work space contributes to making changes. Shared service points and collaborative services with other campus units promote library use. Examples include tutoring, or the campus writing center. The question is, will the library still be in charge of their space when it includes the other entities? The discussion leaders thought so, but some who attended the discussion group shared examples of problems. Members of the discussion group like the Learning Commons format. There were many ideas regarding details such as collaboration, collections and function, even without agreement on some basics.

NMRT: “What I Should have learned in Library School” —Helga Visscher

The committee brought together a panel of experts: Four recently hired librarians in different types of libraries shared their opinions of what they wished they had learned in Library School.

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Midwinter Highlights Continued

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Each person said they should have learned more technology: emerging technology, web programs, digital publishing, open access, etc. One panelist, an Education Librarian, said she wished she had advice on how to do outreach to students, and faculty for library instruction and collection development. The panelists also indicated that the availability of mentoring on the job was uneven. Two panelists had a good experience. Two had none. Finding a mentor outside of one's organization can be beneficial in situations. In some areas, such as with technology, peer mentoring works best. Conflict coaching was a new term shared with the group, this term helps us understand that one has to separate emotions and cultural identity from situations of conflict. A couple of the panelists said that practice interviews, and how to negotiate once you are close to being hired would have been useful.

Experienced librarians in the audience shared their expertise. One mentioned that ALA lists webinars that have been archived, which cover topics such as interview and communications skills. Another experienced librarian said that all library school graduates should know how to conduct a meeting. No matter what type of library job you get, you will be expected to attend, participate and conduct meetings. Learning the rudiments of Robert's Rules of Order is useful.

ACRL Standards for Libraries in Higher Education —Helga Visscher

Patricia Ianuzzi and Lisa Janicke Hinchliffe shared their expertise. They indicated that "Value" is the new 2011-12 buzzword., whereas in 1999-2000, it was "competency standards". Librarians have their own professional standards that work with other university accreditation standards, with the 2011 updated standards being very different from those of 2004. Today librarians need to focus on outcomes assessment. Librarians are partners or leaders in accrediting standards. Framing what you do with the schools basic mission, and then moving the library to meet the goals of student learning and research is what librarians need to focus on. Library faculty need to collaborate with the teaching faculty to embed learning outcomes into the curriculum. These outcomes should be tied to performance standards, and focus on assessment. We also need to use data for continuous improvement within the library and the University. There was so much information presented those interested in more on this issue should look to the ACRL preconference program "Planning, Assessing, and Communicating Library Impact" which will be presented by Lisa Janicke Hinchliffe of University of Illinois at Urbana-Champaign and Debra Gilchrist, Dean of Libraries at Pierce College. The preconference will be at ALA Annual, Friday June 22, 2012, 8:30 to 4:00 pm.

Game On At the Library -- Teresa Slobuski

The Games and Gaming at the Library Round Table (GameRT) is new to the ALA Round Table scene this Midwinter. Previously, librarians interested in gaming bonded over discussion groups or out of conference session time.

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Midwinter Highlights Continued

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With the increasing popularity of National Gaming Day @ your Library, an increasing number of libraries collecting games, and innovative gamification projects, a fully fledged Round Table has been born. As the group is so new, this year's business meeting for GameRT mostly discussed upcoming projects for the group. Many projects are on hold until the upcoming ALA elections this spring. Some projects include moving a previously created *Gaming in the library Start Up Guide* into a Drupal site to allow it to be easily updated. In the future, GameRT hopes to start putting out a regular quarterly publication. It would be included in membership of the RT and provide a resource for game reviews, a place for librarians to report on their gaming programs, and other game related information. Finally, National Gaming Day will be changing its name to International Games Day this year as many international libraries participated last November; the event will take place Saturday November 3rd of this year. The business meeting was followed by a GameRT sponsored forum session. The session had two presentations, one from Dave Pattern, Library Systems Manager of the University of Huddersfield in the UK and the second from Diane Robson and Bethany Ross from the University of North Texas Media Library.

Pattern's presentation discussed Huddersfield's use of anonymized and aggregated data for the libraries benefit. From these data projects, librarians were able to see a correlation between library usage data (e.g. Number of check outs, number of requests, etc.) and a higher class standing at graduation. The librarians then brainstormed on ways to increase library usage by the student body. This brainstorm eventually lead to a gamification of the library with the Lemon Tree project. In the project, students get real time feedback on their library usage statistics. The more students use the library the larger their lemon tree graphic grows. As students complete different kinds of tasks at the library, they begin to unlock different badges. This project is similar to Canton and Ann Arbor Public Library's summer reading games, but it is ongoing, without a defined end, and taking place within an academic library setting. If successful, Huddersfield's project is sure to revolutionize the way academic libraries think about patron data and interactions. Besides offering students entertainment and incentive to use library resources more, Lemon Tree offers the library an interesting and dynamic way to keep track of student statistics. For example, they can track how much different colleges use the library.

Robson and Ross from the University of North Texas (UNT) discussed their successes at National Gaming Day this past year. Their presentation included practical tips they learned in planning an event like this. Some tips included testing and organizing the game systems in advance and color coding everything including wires and controllers to avoid the last minute search for these items. Also, they suggested that it is important to begin planning far in advance. Their library allows students to borrow the gaming systems, and some were not returned in time to be ready for the event. Proper staffing is also a must, with staff members at every gaming station to give technology assistance. UNT marketed with posters around the library as well as on social media. Rodson and Ross emphasized throughout their talk that planning and documentation will make everything go smoother. —Continued on page 11

Midwinter Highlights Continued



Photo by Beth Sheehan

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Items as seemingly insignificant as table placement can help the whole gaming event run much smoother. They also said that adding assessment into the mix and Game Day planning will ensure that it can get easier every year.

¹ <http://connect.ala.org/gamert>

² <http://ngd.ala.org/>

³ <http://www.librarygamingtoolkit.org/>

⁴ <https://library.hud.ac.uk/lemontree/>

⁵ <http://americanlibrariesmagazine.org/features/11032011/summer-reading-levels>

⁶ <http://tinyurl.com/6vyus6e>

Establishing and Publicizing Library Instruction with Educators -- Teresa Slobuski

The ACRL Instruction Section Discussion Group Session at Midwinter was led by Frances A. May and Yunfei Du from the University of Texas. The session explored the dynamics between what we, as instruction librarians, think we do to help students and how we can relay that to the campus community outside of the library. The core of the session consisted of small group brainstorms on various questions followed by the groups presenting what they discussed to everyone in attendance. To begin the brainstorming process the attendees were presented with a key fact most may not think about in the day to day. This fact is that data about our instruction is the only way to establish credibility throughout our institutions. Librarians know that what we do is important; however, the only way to prove it is to use the data. Gathering data answers questions such as: “How do students who

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take instruction classes compare to those who do not?” and “Does library instruction lead to higher course completion or retention rates?” Gathering data and presenting it in understandable terms is the only way to answer important questions and it also plays a big role in helping administration see what we already know is true.

The discussion groups covered questions that allowed everyone to share what they were doing and how instruction. Questions such as: “What kind of knowledge and skills to students need in order to solve the problems in their academic work?” and “What variables can we measure to illustrate that students have gained this skills?” were first discussed. In relation to measurement the audience came up with a variety of ways from basic data gathering to full scale studies. While many felt that full scale studies show depth, most endeavors of this nature are not very feasible.

The final questions focused on what everyone could be doing to strengthen Information Literacy at individual institutions. To address this topic the questions posed where: “What are the more effective ways to help them learn these things?” and, “What are you doing to incorporate information literacy in your college or University?” Overwhelmingly, the majority of librarians were involved in one shot instruction sessions and most took place in English composition classes. The suggestions for most effective methods, however, often went well beyond what is currently being done. Some suggestions like active teaching, leading brainstorming sessions, and tying instruction into a looming assignment are all readily integrated into the single session instruction. Other suggestions included working with faculty and integrating skills training throughout a course, having one on one consultations, and being embedded in the class either physically or through course management systems.

The session ended with a discussion of ways to reach the university or college administrators to help us obtain the support we need. Suggestions for ways to reach administration included getting involved in institution wide groups and getting on committees that approve classes and curriculums. It was also noted that it is important to provide consistent data about what the library is doing and to articulate how the library can help solve problems such as those in the accreditation process. Participants noted that administrators can support librarians by recognizing the value that we offer so they can be advocates for us in a variety of venues. Overall, they can also provide support through funding and promotion for the programs we provide. In conclusion the audience agreed the only way we can get that is to show evidence of our service to the campus population.

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If you would like to be a reporter or photographer in the field for ALA Annual in Anaheim please contact the editor Rachel Wadham (Rachel_Wadham@byu.edu).